

The Effectiveness of MOE-Endorsed Professional Development Programs: Teacher Perceptions

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Abstract: This study aims at examining the potential effect of Ministry of Education (MOE)- endorsed teacher professional development programs on Jordanian EFL teachers' practices as perceived by the teachers themselves. A five-section Likert-scaled questionnaire was distributed to a sample of 328 (of the 681) EFL teachers enrolled in professional development programs at Qasabet Irbid Directorate of Education in 2021/2022. The respondents expressed moderate views as to the effectiveness of the professional development programs endorsed by the MOE. General dissatisfaction was reported for several reasons, most important amongst which is inability to satisfy teachers' needs due to inadequate coverage of general competencies, teaching skills and methodology, classroom management, and assessment. The findings also revealed a moderate agreement with the training programs, which were reported to need to better address integrated assessment and constructive feedback and to be subjected to continuous evaluation and improvement. Several relevant recommendations and pedagogical implications were put forth.

Keywords: EFL teachers, Jordan, Ministry of Education, professional development, perceptions.

Life-long learning is vital for a teacher's success and career goal fulfillment especially since a teacher who has had the opportunity to learn something worthwhile will inevitably provide the same to his/ her students. Not only does this help teachers improve their craft, but it also makes lessons more pleasant for students. Professional development programs must respond to teachers' needs through reflecting their daily realities and considering them learners of their own teaching (Murray, 2010).

English language teaching has evolved after considering professional development a critical catalyst for skill growth. The role of the teacher in remote, web-based classes mandated the use of technology in foreign language teaching, which, in turn, necessitated the need for teachers to get training for new tasks, such as handling technology and giving instant feedback in the aftermath of dropping master-apprentice, content-focused, teacher-centered approaches in favor of programs allowing teachers a more active role in their practice.

The Jordanian Ministry of Education (MOE) has launched the online Teachers Training Platform to improve education and provide remote and online training workshops to develop teacher performance. The MOE intensive courses train teachers to deliver high-quality face-to-face and distance instruction to their students.

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Over the past twenty years, the teaching profession has transformed in ways that necessitated professional training programs to upgrade teachers' skills, practices and knowledge. Professional development (PD) is structured professional training that leads to changes in teacher practices and improvement in student learning (Darling-Hammond et al., 2017). To be effective in training teachers to adapt instruction to student needs (Avolas, 2011), PD needs to be content-focused, incorporate active learning with hands-on experience (Guskey, 2002), support collaboration and sharing of ideas, use practice modeling (Diaz-Maggioli, 2004), provide content- and practice-related coaching and expert support (Little, 2006), and offer opportunities for feedback and reflection (Diaz-Maggioli, 2003).

Effective teacher PD should provide teachers with adequate time to learn, practice, implement and reflect upon new strategies to amend their practices (Darling-Hammond et al., 2017; Diaz-Maggioli, 2003). It is no longer adequate for teachers to use passive practices to prepare students for their future (Stewart, 2014) although many do not apply what they were trained for in their actual instruction (Doherty, 2011). Transfer of training is essential for students to master skills and learn content (O'Sullivan, 2002), and this depends heavily on follow-up and regular assessment of PD programs on the basis of their effect on student performance (Elmore, 2002; Villegas-Reimers, 2003).

The challenges novice teachers confront, oftentimes unanticipated, are substantially larger than those of more seasoned educators which calls for more specialized instruction and support for them to fit into their organizations and educational environment (Alan, 2003). PD needs alignment with standards, curriculum, and assessment, as well as careful planning to be effective (Allen & Penuel, 2015).

With the help of in-service teacher training programs and curriculum reform, Jordan has achieved significant progress in education. Teachers were previously chosen for their degrees and frequently entered the classroom with little, or no, prior experience in teaching pedagogy, classroom administration, or child development. Seven hundred of the 87,000 public school teachers had pre-service education training before they started teaching since only short experimental programs in Amman were available (USAID, 2020). The MOE realized that raising educational standards must be accomplished in the long run through reforms culminating in improving teacher training and developing the quality of teacher education, hence the launching of the Teachers Training Platform to improve online education and offer remote and online training courses to enhance teachers' performance (Jordan Times, 2020).

Taylor (2012) revealed the three factors that influenced the K-12 teachers' decision to enroll in an online professional development course as teacher certification, interest or relevance, and convenience. Alibakhshi and Dehvari (2015) reported that EFL instructors in Iran carry out professional development through their employment, formal education, attendance and presentation at conferences, as well as seminars.

Research remained indecisive as to whether PD courses and workshops influenced teachers' classroom practices. Studies found no effect for such programs on the performance of UNRWA English teachers in Jordan (Al Sa'di, 2005), on teachers' ability to increase student achievement (Harris & Sass, 2006), on Greek school teachers' assigning extracurricular activities due to the absence of administration support (Saiti & Saitis, 2006), and on Jordanian EFL teachers' methods (Abdullah & Al-Wreikat, 2010).

Other studies reported an impact, whether positive or negative, for PD on teachers' actual practices. On the one hand, McNamara (2010) concluded that K-12 teachers preferred online PD which encourages reflection, careful consideration, analysis, and long-term interaction with an online professional learning community. Ekpoh et al. (2013) claimed secondary school teachers in Nigeria who took part in staff development programs performed better in terms of subject-matter expertise, classroom management, teaching strategies, and evaluation of students' work. Ortaçtepe and Akyel (2015) stated that in-service teacher

professional development programs affected fifty Turkish EFL teachers' efficacy, as well as their self-reported and real practices. Bataineh et al. (2019) emphasized the importance of PD in the seven domains they examined, and Jehangir and Nasreen (2020) for among-class interaction and management, teaching strategies, subject-specific planning and preparation, and communication skills.

On the other hand, Al-Saleem (2011) recommended revising EFL teacher education in Jordan to increase student achievement. Uysal (2012) concluded that despite the Turkish teachers' generally positive attitudes towards the one-week in-service education course, the program had drawbacks, particularly in planning and evaluation. Alwahibee (2016) looked into the reasons why Saudi teachers chose not to participate in in-service training or seminars, the most prominent of which was their belief that such programs were barely, and oftentimes not, valuable. Amara (2020) reported the absence of the tools and technology to more effectively adopt new teaching techniques and methods in Libya. Ahmed et al. (2021) showed that PD programs were not particularly effective in inspiring in-service teachers and fostering the development of their professional abilities as they should be. Al-Ofi (2022) reported that the obstacles that impede teachers from putting new information and abilities into practice include crowded courses, workload, and time restraints.

Problem, Purpose, Questions, and Significance of the Study

EFL teachers' PD is critical to the overall growth of both teachers and learners, hence the need to never stop developing to change teaching practices to positively influence students' learning. Due to the COVID-19 Pandemic which necessitated the shift to online learning in 2020/2021, teachers were needed not only to teach online but also to ensure that students were learning, and parents were satisfied. Returning to face-to-face teaching and learning in 2021/2022 made teachers, and students, realize their roles had changed, which required a new kind of teacher training.

The Jordanian MOE launched the Teacher Training Platform to help teachers acquire specific online skills and competencies. However, a schoolteacher herself, the first researcher noticed that not only did the majority of her fellow teachers participate in the MOE-endorsed PD workshops to fulfill a requirement or gain a monetary reward rather than to professionally develop, but they also did not reflect their new training in the classroom due to their heavy workload, unsupportive infrastructure, and hardly proficient students. This rendered their training wasted time, effort, and resources.

This study targets two MOE training workshops, namely the 15-hour *Learning Loss* and the 35-hour *Novice Teachers Training Program*. The researchers aim to examine teachers' perceptions of the effect of these two programs on teacher classroom practices. More specifically, the study seeks to answer the following question: What is the effect of MOE-endorsed teacher PD programs on Jordanian EFL teacher's practices, as perceived by the teachers themselves?

This study derives significance from the fact that it is hoped to raise awareness of the benefits, as well as shortcomings, of PD training programs from pre-service and in-service EFL teachers' viewpoints. Thus, it may pave the way for researchers to expand on the topic and educational policymakers to perform any modifications needed for PD programs to best benefit teachers.

Design, Participants, and Instrument of the Study

The study used a descriptive analytical design. The participants were 328 of the 681 teachers enrolled in online and face-to-face professional development programs at Qasabet Irbid Directorate of Education, Irbid, Jordan in the school year 2021/2022. Table 1 illustrates the distribution of the sample per gender, qualification, and years of experience.

Table 1

Distribution of Research Sample per Gender, Qualification, and Years of Experience

Dependent Variable	Level of Independent Variable	Number	Percentage
Gender	Male	125	38.1
	Female	203	61.9
	Total	328	
Qualification	Bachelor's Degree	236	72.0
	Postgraduate	92	28.0
	Total	328	
Years of Experience	Less than 10 years	146	44.5
	10 years and more	182	55.5
	Total	328	
Stage	Basic stage	157	47.9
	Secondary stage	53	16.2
	Both: basic and secondary stages	118	36.0
	Total	328	

After a thorough review of related literature (Ekşi, 2010; Jensen, 2010; UçarDuzan, 2006), a five-section questionnaire² was designed to examine the effect of PD programs on EFL teachers' practices. The first section targeted demographical data, namely gender, age, years of experience, qualifications, school stage, and training programs. The second examined teachers' perceptions of the effectiveness of training programs in the seven domains of general competencies and teaching skills (7 items), classroom management (3 items), lesson planning (2 items), using resources (2 items), assessment (3 items), professional development (3 items), and professional conduct (4 items). The third section is related to teachers' perceptions of the satisfaction of training programs in the seven above-mentioned domains. The fourth targeted teachers' preference for delivery methods and format of training programs through eight questions on preferred attendance format, mode, delivery format, place, speaker, time, frequency, and session length. The fifth examined teachers' perceptions of the ten factors hindering their enrollment in training programs, namely heavy workload, lack of self-motivation or institutional support, intense pace, inconvenient timing or location, monetary reward, unqualified trainers, unrealistic content, and being uninformed about upcoming training program.

Participants' responses were rated on a five-point Likert scale, ranging from (1) *not important at all* to (5) *very important*. Participants' responses in Sections 2, 3 and 5 were rated on a five-point Likert scale, ranging from 1 (*very low/ not important*) to 5 (*very high/ important*). Participants' responses in Section 4 were evaluated using frequencies and percentages. In Sections 4 and 5, the interval 1 to less than 2.33 showed low agreement (practice), the interval 2.33 to less than 3.66 moderate, and the interval 3.66 to 5 high.

To establish the validity of the questionnaire, a jury of 10 experts in curriculum and instruction, teaching English as a foreign language and linguistics was asked to check the items for content, relevance, and language. The questionnaire was amended per their recommendations.

² For a copy of the questionnaire, contact the corresponding author at j.baniaamer@yahoo.com.

For reliability, the questionnaire was piloted on 40 teachers who were later excluded from the sample pool. The Pearson correlation coefficient (r1) and corrected item total correlation (r2) were calculated, along with Cronbach's alpha and test-retest coefficients, as shown in Table 2.

Table 2
Reliability Indices of the Questionnaire

Part	Domain	No.	R1	R2	Alpha	Test-retest	No.	R1	R2	Alpha	Test-retest					
Effectiveness of Training Programs	General Competencies and Teaching Skills	1	.69**	.57	.88	.90	25	.72**	.62	.92	.89					
		2	.72**	.60			26	.84**	.78							
		3	.80**	.70			27	.84**	.78							
		4	.77**	.69			28	.77**	.69							
		5	.83**	.76			29	.84**	.77							
		6	.76**	.68			30	.89**	.84							
		7	.72**	.63			31	.85**	.78							
		8	.83**	.64			32	.87**	.70							
	Classroom Management	9	.89**	.73	.83	.86	33	.88**	.73	.84	.82					
		10	.88**	.71			34	.87**	.68							
	Lesson Planning	11	.89**	.62	.76	.78	35	.89**	.56	.72	.86					
		12	.91**	.62			36	.88**	.56							
	Using Resources	13	.88**	.59	.74	.84	37	.92**	.74	.84	.82					
		14	.90**	.59			38	.94**	.74							
	Assessment	15	.78**	.50	.79	.80	39	.88**	.74	.87	.87					
		16	.86**	.67			40	.91**	.78							
		17	.90**	.76			41	.89**	.75							
		18	.87**	.70			42	.89**	.73							
		Professional Development	19	.91**			.77	.83	.87			43	.93**	.84	.88	.81
			20	.81**			.59					44	.89**	.75		
	Professional Conduct	21	.85**	.74	.91	.83	45	.88**	.77	.89	.89					
		22	.90**	.81			46	.87**	.73							
		23	.90**	.82			47	.82**	.71							
		24	.92**	.85			48	.91**	.83							
Obstacles	1	.72**	.62	.89	.87	1	.72**	.62	.89	.87						
	2	.64**	.55			2	.64**	.55								
	3	.73**	.66			3	.73**	.66								
	4	.65**	.57			4	.65**	.57								
	5	.76**	.70			5	.76**	.70								
	6	.76**	.69			6	.76**	.69								
	7	.71**	.63			7	.71**	.63								
	8	.79**	.73			8	.79**	.73								
	9	.76**	.69			9	.76**	.69								
	10	.58**	.48			10	.58**	.48								

Table 2 shows that the Pearson correlation coefficient between the item score and the total score of its domain is higher than the cut-off score of 0.35 and the corrected item-total correlation between the item score and its domain were higher than the cut-off score of 0.40 in the seven domains of the effectiveness of the training program, obstacles and satisfaction subscales which indicates an acceptable degree of internal consistency. Cronbach's alpha and test-retest coefficients for the effectiveness, satisfaction, and obstacles subscales of the training programs were higher than the threshold value of 0.70 which indicates acceptable reliability values.

As for the reliability of the teachers' preference for delivery methods and format of the training programs, Intra-class correlations, two-way random effects model, and ICC with 95% confidence intervals (CI) were used to measure the intra-rater reliability, as given in Table 3.

Table 3 shows that the intra-rater absolute agreement between the two estimations is higher than 0.70 which is acceptable for the purposes of this study.

Table 3*Intra-Rater Reliability Index of Teacher Preferences for Delivery and Format of PD Training*

Domain	Option	Agreement
Preferred Attendance Format	Optional	.77
	Compulsory	
Preferred Mode	face to face	.88
	Online	
	Seminar	
Preferred Delivery Format	Workshop	.93
	group discussion	.94
	Other	.95
	at my institution (my school)	.88
Preferred Place	at another school	.95
	Online	.93
	Abroad	.95
Preferred Speaker	a colleague from my school	.94
	a group of teachers from my school	.95
	a trainer or expert from another school	.95
	a colleague from my school and a trainer or expert from another school	.94
	a native-speaker trainer or expert from abroad	.91
	weekday morning	.94
	weekday afternoon	.94
Preferred Time	at the weekend	.95
	during the summer holiday	.95
	once a week	.95
	once in two weeks	.94
	once in two months	.95
Preferred Frequency	once in a semester	.94
	up to 30 minutes	.95
	up to 45 minutes	
	up to 60 minutes	
up to 90 minutes		
Preferred Length for each Session		

Findings

The study investigated the effect of MOE-endorsed teacher PD programs on Jordanian EFL teachers' practices through self-report. As for the question on the effect of these programs as perceived by the teachers, the mean scores and standard deviations for the seven domains were calculated, as illustrated in Table 4.

Table 4*Means and Standard Deviations of Teachers' Perceptions of PD Programs*

Domain	Mean	Std.	Rank	Level of Agreement
General Competencies and Teaching Skills	3.62	.64	1	Moderate
Classroom Management	3.60	.74	2	Moderate
Professional Conduct	3.59	.80	3	Moderate
Lesson Planning	3.53	.73	4	Moderate
Professional Development	3.47	.70	5	Moderate
Using Resources	3.45	.78	6	Moderate
Assessment	3.39	.70	7	Moderate
Overall	3.55	.61		Moderate

Table 4 shows that the mean scores of teachers' perceptions of the effectiveness of PD programs ranged from 3.39 to 3.62 with moderate levels of agreement. Table 5 illustrates the means and standard deviations for each item of the effectiveness sub-scale.

Table 5
Means and Standard Deviations of Teachers' Perceptions of the Effectiveness of PD Domains

Domain	No.	Item	Mean	SD	Rank	Level of Agreement
General Competencies and Teaching Skills	1	I gain knowledge of the aspects of language necessary for effective teaching.	3.46	0.88	5	Moderate
	2	I choose from a variety of ELT techniques to ensure effective teaching.	3.45	0.93	6	Moderate
	3	I strive to satisfy various learners' needs.	3.41	0.92	7	Moderate
	4	I relate lessons to students' real-life situations.	3.84	0.82	1	Moderate
	5	I make students the center of learning.	3.83	0.86	2	High
	6	I develop students' four language skills (reading, writing, speaking and listening).	3.68	0.79	4	High
	7	I adapt and carry out the activities of the four language skills.	3.71	0.73	3	High
	8	I manage classroom interaction effectively.	3.58	0.80	2	Moderate
Classroom Management	9	I cope with students' problems (misbehaving, not showing respect).	3.66	0.87	1	High
	10	I organize classroom activities (pair work, group work...etc.).	3.58	0.91	2	Moderate
	11	I plan lessons effectively (identifying outcomes, instructional strategies and assessment strategies).	3.48	0.78	2	Moderate
Lesson Planning	12	I execute lessons as planned.	3.57	0.84	1	Moderate
	13	I effectively make use of technology in class (e.g., video, cassette player) and audio-visual aids (e.g., posters, realia, recordings).	3.50	0.83	1	Moderate
Using Resources	14	I supplement extra materials appropriately.	3.40	0.93	2	Moderate
Assessment	15	I apply different	3.37	0.88	2	Moderate

Domain	No.	Item	Mean	SD	Rank	Level of Agreement
Professional Development	16	means of assessment (e.g., project, essay, portfolio). I evaluate the learners' progress where proper feedback takes place.	3.31	0.83	3	Moderate
	17	I use different techniques for error correction.	3.50	0.79	1	Moderate
	18	I identify personal needs in order to further develop as a professional.	3.54	0.79	1	Moderate
	19	I reflect on my own performance in order to further develop as a professional.	3.33	0.85	3	Moderate
	20	I improve my communicative competence in English.	3.53	0.81	2	Moderate
	21	I show passion for teaching.	3.55	0.88	4	Moderate
	22	I use class time efficiently.	3.59	0.97	3	Moderate
Professional Conduct	23	I serve as a positive role model to students.	3.63	0.87	1	Moderate
	24	I give appropriate assessment of students.	3.60	0.86	2	Moderate

Table 5 shows that the mean scores of teachers' perceptions along the general competencies and teaching skills and classroom management domains ranged between 3.41 and 3.84 for the former and between 3.58 and 3.66 for the latter with moderate to high levels of agreement. The mean scores along the lesson planning, using resources, assessment, professional development, and professional conduct domains ranged between 3.48 and 3.57 for the first, 3.40 and 3.50 for the second, between 3.31 and 3.50 for the third, between 3.33 and 3.54 for the fourth, and between 3.55 and 3.63 for the fifth with moderate levels of agreement. To explore how teachers perceive their level of satisfaction with PD programs, the mean scores and standard deviations for the seven domains were calculated, as given in Table 6.

Table 6

Means and Standard Deviations of Teachers' Satisfaction with PD Programs

Domain	Mean	SD	Rank	Level of Agreement
Professional Conduct	3.64	0.74	1	Moderate
Lesson Planning	3.62	0.65	2	Moderate
Classroom Management	3.60	0.73	3	Moderate
Professional Development	3.57	0.75	4	Moderate
General Competencies and Teaching Skills	3.53	0.66	5	Moderate
Using Resources	3.48	0.81	6	Moderate
Assessment	3.43	0.79	7	Moderate
Overall	3.55	0.65		Moderate

Table 6 shows that the mean scores of teachers' satisfaction with PD programs ranged from 3.43 to 3.64 with an overall value of 3.55 and moderate levels of agreement. Teachers reported the highest level of agreement in the professional conduct domain, followed by lesson

planning, classroom management, professional development, general competencies and teaching skills, using resources, and assessment. Table 7 summarizes the means and standard deviations of teachers' satisfaction with PD programs for each item of the questionnaire.

Table 7
Means and Standard Deviations of Teachers' Satisfaction with the PD Programs by Item

Domain	No	Item	Mean	SD	Rank	Level of Agreement
General Competencies and Teaching Skills	1	I gain knowledge of the aspects of language necessary for effective teaching.	3.51	0.79	4	Moderate
	2	I choose from a variety of ELT techniques to ensure effective teaching.	3.51	0.76	4	Moderate
	3	I strive to satisfy various learners' needs.	3.46	0.83	6	Moderate
	4	I relate lessons to students' real-life situations.	3.63	0.75	1	Moderate
	5	I make students the center of learning.	3.60	0.82	2	Moderate
	6	I develop students' four language skills (reading, writing, speaking and listening).	3.55	0.84	3	Moderate
	7	I adapt and carry out the activities of the four language skills.	3.44	0.86	7	Moderate
Classroom Management	8	I manage classroom interaction effectively.	3.52	0.83	3	Moderate
	9	I cope with students' problems (misbehaving, not showing respect).	3.70	0.80	1	High
	10	I organize classroom activities (pair work, group work...etc.).	3.57	0.88	2	Moderate
	11	I plan lessons effectively (identifying outcomes, instructional strategies and assessment strategies).	3.67	0.75	1	High
Using Resources	12	I execute lessons as planned.	3.56	0.72	2	Moderate
	13	I effectively make use of technology in class (e.g., video, cassette player) and audio-visual aids (e.g., posters, realia, recordings).	3.55	0.80	1	Moderate
	14	I supplement extra materials appropriately.	3.41	0.94	2	Moderate
Assessment	15	I apply different means of assessment (e.g., project, essay, portfolio).	3.52	0.86	1	Moderate
	16	I evaluate the learners' progress where proper feedback takes place.	3.41	0.91	2	Moderate
	17	I use different techniques for error correction.	3.37	0.88	3	Moderate
	18	I identify personal needs in order to further develop as a professional.	3.51	0.89	2	Moderate
Professional Development	19	I reflect on my own performance in order to further develop as a professional.	3.51	0.79	2	Moderate
	20	I improve my communicative competence in English.	3.70	0.81	1	High
	21	I show passion for teaching.	3.75	0.88	1	High
Professional Conduct	22	I use class time efficiently.	3.51	0.96	4	Moderate
	23	I serve as a positive role model to students.	3.63	0.74	3	Moderate
	24	I give appropriate assessment of students.	3.66	0.81	2	High

Table 7 shows that the mean scores of teachers' perceptions ranged between 3.44 and 3.63 in the general competencies and teaching skills domain, between 3.41 and 3.55 in using resources, and between 3.37 and 3.52 in assessment, all with a moderate level of agreement. They also ranged between 3.52 and 3.70 in classroom management, between 3.56 and 3.67 in lesson planning, between 3.51 and 3.70 in professional development, and between 3.51 and 3.75 in professional conduct, all with moderate to high levels of agreement.

Discussion

The findings revealed that teachers expressed moderate views as to the effectiveness of the PD training programs. They were not satisfied with the workshops for different reasons including the failure of the program to successfully meet their requirements, and its dire need for major change or improvement. The lack of adequate content related to domains like general competencies, teaching skills and methodology, classroom management, and evaluation, to name a few, may result in the failure to equip teachers, and eventually students, with the necessary skills and academic proficiency required to reflect the excellent quality of education the teachers aspire to and the students need. Neither did school demands and resources match the teachers' requirements and skills, nor did the PD program offer them a solution for the problems they face when trying to match their dreams and expectations to what they can apply in real life and what they can help their students to master.

The lack of structured feedback forced teachers to function without that crucial tool that may enhance their performance and help them get over the insecurities related to their lack of, or little, experience. The same content was offered in more than one PD program, which not only wasted the time that could have been put to better use if given to new topics, but also resulted in the duplication of information for teachers which later caused them to feel that the program was ineffective, lacked substance and content, and needed a huge dose of improvement.

Teachers felt that PD programs failed to empower them to put into use the flexibility needed to make necessary curricular decisions in the best interest of students, schools, and the community. They also failed to teach them how to evaluate their students' improvement, or lack thereof, in order for them to assess the effectiveness of their classroom practices.

Conclusions, Pedagogical Implications, and Recommendations

The PD training programs offered by the MOE are a step in the right direction for they attempt to equip teachers with what they lack in content matter or methodology to be able to better deal with their students. Yet, the failure of the Ministry to take the actual needs, interests, and qualifications of the teachers into account when designing such programs rendered them mostly ineffective. Were teachers' viewpoints regarding the content, implementation, and evaluation of the program taken into consideration, it would have been more beneficial and would have resulted in an annual revision of the content of these workshops to best address the realities of today's classrooms and the actual obstacles teachers need to overcome to properly deliver the content and equip students with the skills they need to face the world.

The success of education reform depends on training teachers to be life-long learners in pursuit of new learning outcomes, skilled network and technological tool users, and designers of useful subject matter. The MOE needs to adopt a life-long training attitude that prioritizes teachers' satisfaction, especially with their dissatisfaction with some of the components of the program. Further studies should be conducted to explore what causes the teachers' sense of ineffectiveness and dissatisfaction with the status quo surveying not only as many teachers as can be, but also the involved parties at the MOE.

The findings gave rise to the following pedagogical implications:

1. Every PD program should have a set of objectives including, but not limited to, increased performance, productivity, quality, and teacher satisfaction. The MOE can tailor its programs to fit their objectives.
2. Due to educational reform, curriculum updates, and evolving methodology and tools, teaching constantly changes and, thus, teacher education programs must be amended per the latest requirements and capabilities of the community.

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